# GCSE

# Citizenship Studies

OCR GCSE in Citizenship Studies    J269

OCR GCSE (Short Course) in Citizenship Studies    J029

# Contents

# Contents

# 1   About these Qualifications

This GCSE specification covers the National Curriculum Key Stage 4 Programme of Study, offering coherent but flexible accreditation for candidates' study of Citizenship within their school and the wider communities. *Key Concepts* and *Key Processes* from the National Programme of Study are cross-referenced in the specification content.

This specification builds upon the strengths of the previous popular specification for Short Course GCSE Citizenship Studies and now includes a Full Course GCSE.

Centres can follow the GCSE (Short Course) by offering our two core units. These two core units cover the statutory Programme of Study for Citizenship.

Candidates can qualify for the GCSE (Full Course) by extending their studies with two extension units. Teachers can either plan a course that integrates the core and extension units into a single scheme of work from the outset or ask candidates to study the extension material once the core units have been completed.

Active citizenship underpins the specification, helping candidates to understand and make sense of the legal, political, economic and social aspects of their lives, to encourage them to take an interest in such matters and to help them develop the skills and confidence to deal with such situations as required. By following the specification, candidates are encouraged to: explore topical controversial issues and problems; take action to try to influence others and participate actively in decision-making.

This specification has been designed to provide teachers with the flexibility necessary to suit the needs of their candidates. Clear guidance is offered throughout, by way of examples for each of the learning outcomes, to enable candidates to meet the assessment criteria. To ease the burden on centres and teachers, all controlled assessment tasks are provided by OCR.

The assessment for this qualification is organised into units. These can either all be taken at the end of the course in a linear fashion, or used to support a more unitised approach to teaching and learning. This enables teachers to choose the assessment approach best suited to their students. As all of OCR's GCSEs have a unitised structure, teachers have the flexibility to co-teach short and full courses.

One of the two externally assessed units in this specification can be taken on screen or on paper. There is also an opportunity for Controlled Assessment evidence to be submitted electronically via the OCR Repository.

## 1.1   GCSE (Full Course)

From September 2009 the GCSE is made up of **four** mandatory units, **two** of which are the corresponding GCSE (Short Course) and **two** further units.

Units A341 and A343 are assessed via controlled assessments and Units A342 and A344 are externally assessed.

## 1.2    GCSE (Short Course)

The GCSE (Short Course) is both a 'stand-alone' qualification and also the first half of the corresponding GCSE.  The GCSE (Short Course) is assessed at the same standard as the corresponding GCSE (Full Course).

From September 2009 the GCSE (Short Course) is made up of **two** mandatory units (A341 and A342) which form 50% of the corresponding GCSE (Full Course).

## 1.3    Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in Citizenship Studies.

- OCR GCSE (Short Course) in Citizenship Studies.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).
Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

## 1.4 Aims

The aims of this specification are to:

- encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain the confidence and conviction to participate in decision making and play an active role as effective citizens in public life.

GCSE specifications in citizenship studies must enable candidates to:

- engage with topical citizenship issues and contribute to debates on challenges facing society involving a wide range of political, social and ethical ideas, issues and problems in different contexts (local to global)

- develop and apply understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time

- use an enquiring, critical approach to distinguish facts, opinions and bias, build arguments and make informed judgements

- develop the necessary skills, knowledge and understanding to take action with others to address citizenship issues in their communities.

## 1.5 Prior Learning/Attainment

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

# 2    Summary of Content

| For the Short Course candidates complete two units of assessment: | For the Full Course candidates complete four units of assessment; two units are as for the short course, but with appropriate reduced weighting: |
| --- | --- |
| Unit A341: <br><br> Controlled Assessment 60% <br><br> *School-based assignment – report on a citizenship campaign related to rights and responsibilities.* | Unit A341: <br><br> Controlled Assessment 30% <br><br> *School-based assignment – report on a citizenship campaign related to rights and responsibilities.* |
| Unit A342: Examination 1hr. 40% <br><br> *Examination – Short answer questions, two short case studies for analysis and evaluation and one piece of extended writing from a choice of three assignments.* | Unit A342: Examination 1hr. 20% <br><br> *Examination – Short answer questions, two short case studies for analysis and evaluation and one piece of extended writing from a choice of three assignments.* |
| | Unit A343: Examination 1 hr. 20% <br><br> *Examination – Short answer questions and a major stimulus-based case study in which candidates to explain how they would take informed and responsible action to bring about change.* |
| | Unit A344: <br><br> Controlled Assessment 30% <br><br> *School-based assignment – research, interpretation and analysis on a topical theme or issue and based on a Resource Book issued by OCR.* |

## 2.1 GCSE Units

**Unit A341:** *Rights and Responsibilities - Getting Started as an Active Citizen*

- Our rights and responsibilities to each other, within families, at school/college and within the wider community.

- Our rights and responsibilities as citizens within the economy and welfare systems.

- Our rights and responsibilities as global citizens

- Taking action to support our rights and engage in the democratic process

**Unit A342:** *Identity, Democracy and Justice – Understanding our Role as Citizens*

- Citizenship, identity and community in the United Kingdom

- Fairness and justice in decision-making and the law

- Democracy and voting

- The United Kingdom's relationships in Europe, including the European Union (EU), and relationships with the Commonwealth and United Nations (UN

**Unit A343:** *Rights and Responsibilities - Leading the Way as an Active Citizen*

- Our rights and responsibilities at school/college and our responsibilities as adults for financial security. (EXTENSION of Unit A341 3.1.1)

- Our rights and responsibilities as citizens within the economy and welfare systems. (EXTENSION of Unit A341 3.1.2)

- Further action and change as a Global Citizen (EXTENSION of Unit A341 3.1.3)

- Taking informed and responsible action to support school or community development (EXTENSION of Unit A341 3.1.4)

**Unit A344:** Indentity, Democracy and Justice – Extending our Understanding as Citizens

- Citizenship, identity and community in the United Kingdom (EXTENSION of Unit A342 3.2.1)

- Extending understanding of the legal and justice system. (EXTENSION of Unit A342 3.2.2)

- Democracy and voting (EXTENSION of Unit A342 3.2.3)

- *The United Kingdom's relationships in Europe, including the European Union (EU), and relationships with the Commonwealth and United Nations (UN). (EXTENSION of Unit A342 3.2.4)*

## 2.2   GCSE (Short Course) Units

**Unit A341:** *Rights and Responsibilities - Getting Started as an Active Citizen*

- Our rights and responsibilities to each other, within families, at school/college and        within the wider community.

- Our rights and responsibilities as citizens within the economy and welfare systems.

- Our rights and responsibilities as global citizens

- Taking action to support our rights and engage in the democratic process

**Unit A342:** *Identity, Democracy and Justice – Understanding our Role as Citizens*

- Citizenship, identity and community in the United Kingdom

- Fairness and justice in decision-making and the law

- Democracy and voting

- The United Kingdom's relationships in Europe, including the European Union (EU), and relationships with the Commonwealth and United Nations (UN

# 3    Content

## 3.1    Unit A341: *Rights and Responsibilities - Getting Started as an Active Citizen*

The content in this unit is specified below. Centres should plan the teaching of the unit by covering the content in an order to suit the needs, interests and aspirations of candidates.

This unit is internally assessed by means of a controlled assessment externally moderated by OCR. The controlled assessment will test candidates' knowledge, understanding and skills from the sections outlined below (3.1.1, 3.1.2, 3.1.3 and 3.1.4).

Unit A341 will assess all three Assessment Objectives with a weighting towards Assessment Objective 2. (See Section 4 – Schemes of Assessment.)

### 3.1.1    Our rights and responsibilities to each other, within families, at school/college and within the wider community

Candidates should be able to:

- understand the ways in which moral and legal rights and responsibilities develop with maturity and age. (National Curriculum Key Concept 1.2a, 1.2b)

  *Example: through tracking the different legal rights and responsibilities that apply to citizens of the United Kingdom (UK) at different ages*

- understand the moral and legal rights and responsibilities that apply to our interactions with others and know that members of families have responsibilities (moral and legal) as well as rights. (National Curriculum Key Concepts 1.2a, 1.2b)

  *Example: by understanding that people in marriages, civil partnerships and "common law" partnerships have differing legal rights and responsibilities.*

- understand the formal (legal) and informal means through which rights can be safeguarded and responsibilities encouraged and enforced at home. (National Curriculum Key Concepts 1.2a, 1.2b)

  *Example: by understanding how this can be achieved through discipline by parents or intervention by the social services or police*

- engage in responsible action to develop the school community, including understanding the benefits of an active School Council or Student Council. (National Curriculum Key Process 2.3a)

  *Example: by holding a position of responsibility within the school, engaging in discussions about school improvement or supporting other members of the school community*

### 3.1.2 Our rights and responsibilities as citizens within the economy and welfare systems

Candidates should be able to:

- understand their responsibilities for personal budgeting in relation to income, expenditure, savings and pensions. (National Curriculum Key Concept 1.2a)

  *Example: through applying the concept of lifetime income to different case studies*

- understand their responsibility for participation in the economy through employment and understand how, and for what purposes, taxes are raised (locally and nationally). (National Curriculum Key Concepts 1.2a, 1.2b)

  *Example: through understanding the importance of employment for personal wealth and self-esteem and for the collective wealth of the community*

- understand that the rights of consumers and businesses can compete and conflict but that both have legal rights and responsibilities to each other when items are bought and sold, and that rights are supported and protected by statutory and non-statutory bodies.   (National Curriculum Key Concepts 1.2a, 1.2b, 1.2c)

  *Example: through understanding the protection provided to the consumer under the Sale of Goods Act 1979*

- know about consumer rights and responsibilities with regard to credit (including a mortgage), and evaluate the extent to which these rights are supported and protected by statutory and non-statutory bodies. (National Curriculum Key Concepts 1.2a, 1.2b. National Curriculum Key Process 2.1d)

  *Example: through a case study of obtaining credit to purchase a major item such as a car*

- understand that employers and employees have rights and responsibilities that can compete and conflict and that employees can be supported by trade unions. (National Curriculum Key Concepts 1.2a, 1.2b, 1.2c)

  *Example: by knowing the rights and responsibilities of employers and employees in relation to minimum rates of pay, health and safety, contractual obligations, proper conduct and equal opportunities*

- understand that landlords and tenants have legal rights and responsibilities in relation to rents and deposits, health and safety and the condition of the property, evaluate the extent to which rights are supported and protected by statutory and non-statutory bodies.   (National Curriculum Key Concepts 1.2a, 1.2b, 1.2c.National Curriculum Key Process 2.1d)

  *Example: through the understanding of a tenancy agreement*

### 3.1.3 Our rights and responsibilities as global citizens

Candidates should be able to:

- understand the interdependence of individuals, groups and communities, and assess critically the impact of their own actions on communities and the wider world now and in the future. Make recommendations to others for action and change. (National Curriculum Key Concept 1.3c, Key Process 2.3d)

  *Example: through a study of the implications of buying fair trade products.*

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| • understand that the world's resources are scarce but that demand for them is increasing and that this can lead to the need to make just decisions about fair distribution and use. (National Curriculum Key Concepts 1.1b, 1.2c, 1.3c) | *Example: through a study of the reasons for increases in fuel prices and the implications for poorer people in the United Kingdom and in Less Economically Developed Countries* |
| • evaluate, with reference to one topical global issue, the ways in which individuals, organisations, businesses and governments promote sustainable development through policies and practices, including Agenda 21. (National Curriculum Key Concept 1.3c, Key Process 2.3d) | *Example: show, with reference to marine pollution, the importance of action of different scales to resolve the problem.* |
| • understand that people in More Economically Developed Countries (MEDCs) and their governments may support people in Less Economically Developed Countries (LEDCs) through emergency and longer term aid, and evaluate different viewpoints about just and effective ways to do this. (National Curriculum Key Concepts 1.1b, 1.3c. National Curriculum Key Process 2.1d ) | *Example: through evaluating the different expenditure priorities set by the Department for International Development and a charity such as Oxfam* |

### 3.1.4 Taking action to support our rights and engage in the democratic process

Candidates should be able to:

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| • research and present a convincing argument in the context of our rights and responsibilities by critically interpreting and analysing information from different sources, including ICT-based sources, showing an awareness of different values, viewpoints and bias. (National Curriculum Key Processes 2.1b, 2.1c, 2.2c) | *Example: by researching the case for reducing the voting age to 16.* |
| • enlist support for a viewpoint and organise a campaign to promote it by negotiating with others and managing time and resources appropriately . (National Curriculum Key Processes 2.1a, 2.2b, 2.2c, 2.3a, 2.3b, 2.3c, 2.3e) | *Example: take action to enlist support for the protection or extension of individual rights; the provision of improved facilities at school; changes to taxation and benefits or changes to the law.* |
| • express, explain and critically evaluate different viewpoints, including those with which they do not agree, as part of a formal debate at which a vote is taken. (National Curriculum Key Processes 2.1a, 2.2a, 2.2b, 2.2c) | *Example: through evaluating the case for a further increase in university tuition fees.* |
| • explore connections between values, viewpoints and actions with respect to rights and responsibilities for individuals in national and global contexts . (National Curriculum Key Process 2.1d) | *Example: by researching the actions of a person from the past whose values and viewpoints influenced their actions e.g. William Wilberforce, the Pankhurst sisters, Mahatma Ghandi, Mother Teresa, Martin Luther King, Nelson Mandela.* |

## 3.2   Unit A342:  *Identity, Democracy and Justice - Understanding our Role as Citizens.*

This unit includes two main areas of content as indicated in the unit title above. Centres can plan the teaching of the unit by covering the content in an order to suit the needs, interests and aspirations of candidates.

This unit is externally assessed by means of a one hour examination. Section A of the examination will test candidates' knowledge, understanding and skills by drawing on a sample of all the content specified below. Sections B and C of the examination will test candidates' skills of analysis and evaluation. It will draw upon content from the sections outlined below. (3.2.1, 3.2.2, 3.2.3 and 3.2.4).

Unit A342 will assess Assessment Objectives 1 and 3. Each of these two Assessment Objectives is weighted equally in this Unit. (See Section 4 – Schemes of Assessment.)

### 3.2.1   Citizenship, identity and community in the United Kingdom

Candidates should be able to:

- understand the cultural traditions and value system* that contribute to being British.

  * values of personal freedom; tolerance and respect for diversity; equality of opportunity; representative democracy and the rule of law.

  (National Curriculum Key Concepts 1.1c, 1.3a, 1.3d)

*Example: through assessing the understanding different people have about being British and what they value about British citizenship.*

- explore the diverse national, regional, ethnic and religious groups and communities in the United Kingdom and understand the different forces that bring about change in communities over time. (National Curriculum Key Concepts 1.3b, 1.3d)

*Example: through knowing the reasons for cultural diversity in the UK linked to an understanding of economic and political migration, including the seeking of asylum.*

- understand that the United Kingdom is a country with wide cultural diversity where people's sense of identity is often complex. (National Curriculum Key Concepts 1.1c, 1.3a, 1.3b)

*Example: through case studies of different cultural groups in the UK, understand that identities are often multi-faceted and complex, and that people's experience and understanding of what it means to be a citizen in the United Kingdom can change over time.*

- understand the interdependence of individuals, groups and communities, the need for mutual respect and understanding and the importance of community cohesion. (National Curriculum Key Concepts 1.1c, 1.3b, 1.3d)

*Example: through the study of the contribution of people of different ethnic origins and religious backgrounds to the national economy (including the public services), entertainment and sport.*

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| **3.2.2    Fairness and justice in decision-making and the law** | |

Candidates should be able to:

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| • understand the different roles of the police, Crown Prosecution Service, criminal courts, including judges and juries, in upholding the law, dealing with criminals and attempting to secure fairness and justice within our democracy. (National Curriculum Key Concepts 1.1b, 1.2b,) | *Example: through the study of a case in a magistrates' court or Crown Court* |
| • know that International Humanitarian Law protects the human rights of individuals and communities in peace and in conflict. Understand that individuals, organisations and governments have responsibility to ensure that rights are balanced, supported and protected. (National Curriculum Key Concept 1.1b) | *Example: by understanding the main provisions of the United Nations Declaration of Human Rights and the European Convention on Human Rights as they relate to the rights of individuals and communities in the United Kingdom and how the Government aims to support and protect these rights through United Kingdom law* |
| • understand ways in which rights can compete and conflict and how the law is used to resolve these issues justly. (National Curriculum Key Concepts 1.1b, 1.2c) | *Example: by understanding how restricting the freedom of some people might enhance the freedom of others through legislation on road safety, dangerous animals, anti-terrorism, etc* |
| • understand the importance of the law in maintaining order, resolving conflict and achieving just outcomes, and understand that the law places a responsibility on all members of society to conform to a common code of behaviour, including obedience to criminal and civil law. (National Curriculum Key Concepts 1.1b, 1.2a, 1.2b) | *Example: understanding the importance of not: obstructing the police; withholding information; committing perjury or being in contempt of court* |
| • understand how a Bill passes through the UK Parliament to become an Act, which is then law. (National Curriculum Key Concept 1.1d) | *Example: by tracking a particular piece of legislation* |
| • know how legal advice and support may be obtained. (National Curriculum Key Concept 1.1d) | *Example: knowing about the support available through solicitors, trade unions, membership organizations or 'Citizens' Advice'* |

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| **3.2.3    Democracy and voting** | |

Candidates should be able to:

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| • engage in different democratic decision-making exercises that have an influence on school or community life. (National Curriculum Key Concept 1.1a. National Curriculum Key Process 2.2b) | *Example: through debating and voting on an appropriate focus for: an end of year celebration or tutor group charity or selecting Student Council representatives.* |

- understand the development of, and struggle for, different kinds of rights and freedoms (speech, opinion, association and the right to vote) in the United Kingdom as part of securing a representative democracy. Understand the different operation of power and authority in democratic and non-democratic forms of government, historically and across the world today. Evaluate Parliament's role in holding the Government to account in a representative democracy. (National Curriculum Key Concepts 1.1b, 1.1c. National Curriculum Key Process 2.1d)

  *Example: through a comparison of the role and authority of a parliament in a representative democracy, dictatorship and system of single party rule*

- understand ways in which citizens can play an active part in the electoral process to influence decision-making through membership of political parties and through participation in local and national elections. (National Curriculum Key Concepts 1.1a, 1.1d)

  *Example: by engaging in a school mock election as a means to understanding some of the processes involved in national elections.*

- evaluate the extent to which citizens can play an active part in the democratic process to influence decision-making and to hold decision-makers to account locally, nationally and beyond including through membership of interest groups and pressure groups. (National Curriculum Key Concepts 1.1a, 1.1d)

  *Example: through case studies of how individuals and groups have influenced decision-making through their lobbying of local authorities, Parliament and formation of pressure groups*

- understand the importance of political parties, interest groups, including religious organisations, pressure groups and the media in influencing public debate and policy formation. (National Curriculum Key Concept 1.1d)

  *Example: through a case study of the debates on such issues as human embryo research, animal experimentation or extending the time people can be held by the police without charge..*

- understand the importance of a free press in a democracy by knowing that, in the United Kingdom, the media have the right to investigate, and to report upon, issues of public interest, subject to the need for accuracy and respect for people's privacy and dignity. Understand the use politicians make of the media in communicating with the public. Understand how the media influence the decision-making process through the use of information, by affecting public opinion, and by exerting pressure on local and national governments. (National Curriculum Key Concept 1.1d)

  *Example: through a case study of a media campaign on such issues as inheritance tax (Daily Express, 2006) or fuel tax (Daily Telegraph, 2008)*

| 3.2.4 | The United Kingdom's relationships in Europe, including the European Union (EU), and relationships with the Commonwealth and United Nations (UN) |
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Candidates should be able to:

- know, in outline, about our economic, political, legal and cultural relationships with other countries in Europe. Evaluate the implications of the United Kingdom's membership of the European Union and that European Union decisions have an impact upon citizens of the United Kingdom. (National Curriculum Key Concept 1.3c. National Curriculum Key Process 2.1d)

    *Example: through an understanding that all members of the EU agree to particular values, principles and policies*

- understand that the British Commonwealth is a family of nations and has an important role in promoting cultural understanding and the exchange of ideas. (National Curriculum Key Concept 1.3c)

    *Example: through knowing about the Commonwealth Games and at least one other international cultural exchange*

- understand the United Nations' role in helping to resolve international disagreements and conflict. Understand that the United Kingdom, as a member country, is committed to adhere to the United Nations' agreements on human rights, international relations and the environment. (National Curriculum Key Concepts 1.1b, 1.2a, 1.3d)

    *Example: through an understanding of the impact on the United Kingdom of UN agreements on the environment and climate change*

# Unit A343:  *Rights and Responsibilities - Leading the Way as an Active Citizen*

The content in this unit builds upon the content in Unit A341. Centres should plan the teaching of the unit by covering the content in an order to suit the needs, interests and aspirations of candidates.

This unit is externally assessed by means of a one hour examination. The examination will test candidates' knowledge, understanding and skills from the sections outlined below (3.3.1, 3.3.2, 3.3.3 and 3.3.4).

Unit A343 will assess Assessment Objectives 1 and 2 with a weighting towards Assessment Objective 2. (See Section 4 – Schemes of Assessment.)

**3.3.1    Our rights and responsibilities at school/college and our responsibilities as adults for financial security.  (EXTENSION of Unit A341 3.1.1)**

Candidates should be able to:

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| • know that members of the school/college community have responsibilities (moral and legal) as well as rights. (National Curriculum Key Concepts 1.2a, 1.2b) | *Example: understand that pupils have a right to learn and a responsibility to help others to learn* |
| • understand the formal (legal) and informal means through which rights can be balanced, supported and safeguarded in schools. (National Curriculum Key Concepts 1.2a, 1.2c) | *Example: by knowing that the law protects parents of pupils in state schools from having to pay for books and equipment necessary to follow the National Curriculum* |
| • understand the formal (legal) and informal means through which responsibilities can be encouraged and enforced in schools. (National Curriculum Key Concept 1.2b) | *Example: by knowing that the law requires parents to secure education for their children* |
| • understand the financial responsibilities linked to adulthood including the benefits of life insurance and income protection. (National Curriculum Key Concept 1.2a) | *Example: through understanding the consequences of having or not having income protection insurance* |
| • evaluate the additional independent support available to individuals requiring information and advice including that available from Citizens' Advice, consumer protection or rights organizations and solicitors. (National Curriculum Key Concept 1.2b) | *Example: through an evaluation of the services provided by the local Citizens' Advice* |
| • evaluate the additional formal support available to individuals for information and in the furtherance of their rights including:  Government departments, agencies and official regulators. (National Curriculum Key Concept 1.2b) | *Example: through an evaluation of the role of a Local Authority or OFSTED in supporting the interests of parents and school pupils by providing accessible information about the quality of local schools* |

### 3.3.2 Our rights and responsibilities as citizens within the economy and welfare systems (EXTENSION of Unit A341 3.1.2)

Candidates should be able to:

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| • understand the role of trade unions in supporting and representing their members. (National Curriculum Key Concept 1.2b) | *Example: through knowing about the role of trade unions in the collective negotiation of pay and conditions* |
| • understand the role of employer organisations in supporting and representing their members. (National Curriculum Key Concept 1.2b) | *Example: through knowing about the services provided to members by the Confederation of British Industry* |
| • understand that laws relating to employment need to recognise the interests of employers and employees which can compete and conflict. (National Curriculum Key Concept 1.2c) | *Example: understanding the arguments for and against an increase in the minimum wage* |
| • understand that laws and regulations relating to the production, taxation and sale of goods need to recognise the interests of buyers, sellers and the environmental impact of production. (National Curriculum Key Concepts 1.2b, 1.2c) | *Example: understanding the arguments for and against introducing additional special taxes for goods and services that damage the environment* |
| • understand the Government's role in helping to manage the economy and the planning and regulation of public services. (National Curriculum Key Concept 1.2b) | *Example: through knowing the difference between direct and indirect national taxation, and council tax, and knowing the main areas of expenditure for national and local government* |
| • evaluate and debate the different opinions on how far the state or individuals should take responsibility for the provision of income protection, health and education. (National Curriculum Key Concepts 1.2a, 1.2c. National Curriculum Key Processes 2.1d, 2.2c) | *Example: through an understanding of the different positions of the main political parties on support for independent education* |
| • understand the importance of ethical behaviour and social responsibility in enterprise and business including the moral and legal responsibilities businesses have towards each other and the wider community. (National Curriculum Key Concepts 1.2a, 1.2c) | *Example: through the study of the purpose of laws on patents and copyright or the benefits to businesses that come from involvement in community-based projects* |

### 3.3.3 Further action and change as a Global Citizen (EXTENSION of Unit A341 3.1.3)

Candidates should be able to:

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| • understand the implications of Agenda 21 for promoting sustainable development on local, national and global scales, together with the constraints limiting the extent of its implementation. (National Curriculum Key Concept 1.3c.) | *Example: through an understanding of the principles of Agenda 21 and the implications these have for our way of life in the UK* |
| • understand the differences between fair and unfair trade and the role of traders' organisations, pressure groups and governments in bringing about change. (National Curriculum Key Concept 1.3c.) | *Example: through a study of a fair trade organisation and the benefits it brings to producers* |

- evaluate the different types of aid that may be offered to Less Economically Developed Countries (LEDCs) and the relative merits of these for people in the donor and recipient countries. (National Curriculum Key Concept 1.3c. National Curriculum Key Process 2.1d)

  *Example: through understanding the differences between aid that encourages self-reliance and aid that might lead to dependency*

- understand the role of the media, the internet and other new communications technologies, in international affairs, in providing information and affecting opinion, and how they may be used to attempt to bring about change. (National Curriculum Key Concept 1.3d.)

  *Example: through understanding the BBC charter and the global influence of the BBC World Service*

- evaluate the key points of one international citizenship issue related to trade or aid. (National Curriculum Key Concept 1.3c.National Curriculum Key Process 2.1d)

  *Example: through understanding the arguments for and against imposing tariffs on manufactured goods from low-wage economies*

### 3.3.4    Taking informed and responsible action to support school or community development (EXTENSION of Unit A341 3.1.4)

Candidates should be able to:

- research the needs of different groups in their local community by using a simple but valid social survey. Understand that different groups may hold differing views on the nature of the community's needs and the best ways to meet these needs. (National Curriculum Key Processes 2.1a, 2.1b)

  *Example: by identifying through research the different views that groups hold about the development of a local club or shelter for young people*

- engage with and evaluate the effectiveness of informal and formal community leaders (small business owners, councillors, youth workers, media workers, etc), community groups and non-governmental organisations (such as community groups, charities and special interest groups) in addressing and supporting community needs, providing services, promoting community cohesion and bringing about social change. (National Curriculum Key Concept 1.3d. National Curriculum Key Process 2.1a)

  *Example: through case studies of the way in which a local community group is organized and how it provides for community needs, and the way in which a national charity campaigns to establish more effective support for people with cancer*

- evaluate the effectiveness of governmental organisations (such as local authorities, government agencies and statutory bodies) in helping to meet community needs, providing services and stimulating social change. (National Curriculum Key Concept 1.3d. National Curriculum Key Process 2.1a)

  *Example: through understanding the ways in which local authorities can support community projects and conducting a case study of a local Primary Care Trust or, in Wales, Health Authority campaign such as one to encourage people to stop smoking.*

- with reference to the above, engage in and understand the processes needed for a successful campaign designed to have an impact in the school or wider community: researching the background (including identification of key decision-makers); negotiating responsibility within a team; finding sources of information and support; taking action; reflecting on the process of participating; and, if appropriate, consolidating or extending the project. (National Curriculum Key Processes 2.3a, 2.3b, 2.3c, 2.3d, 2.3e)

  *Example: through campaigning for a youth shelter in the locality.*

# Unit A344: *Identity, Democracy and Justice – Extending our Understanding as Citizens*

The content in this unit builds upon the content in Unit A342. Centres should plan the teaching of the unit by covering the content in an order to suit the needs, interests and aspirations of candidates.

This unit is internally assessed by means of a controlled assessment. This is externally moderated by OCR. The controlled assessment will test candidates' knowledge, understanding and skills from the sections outlined below (3.4.1, 3.4.2, 3.4.3 and 3.4.4).

Unit A344 will assess all three Assessment Objectives with a weighting towards Assessment Objective 3. (See Section 4 – Schemes of Assessment.)

## 3.4.1   Citizenship, identity and community in the United Kingdom (EXTENSION of Unit A342 3.2.1)

Candidates should be able to:

| | |
|---|---|
| • understand the specific contributions of at least two different cultural traditions to the richness of life in the UK. (National Curriculum Key Concept 1.3b) | *Example: through organising an international food or music festival in school* |
| • understand the conditions which may lead to strain and conflict between communities in the UK. (National Curriculum Key Concept 1.3d) | *Example: through he study of inequalities experienced by different communities living in the same area.* |
| • understand successful strategies for developing more harmonious communities and societies. (National Curriculum Key Concept 1.3d) | *Example: through the exploration of successful examples of encouraging integration and mutual respect in schools* |
| • evaluate the role of governmental and non-governmental organisations in combating racism and promoting equal opportunity. (National Curriculum Key Concepts 1.2b National Curriculum Key Process 2.1d) | *Example: through a case study of the work of the Equality and Human Rights Commission* |
| • | |
| • evaluate the effectiveness of the law in discouraging unfair discrimination. (National Curriculum Key Concepts 1.1b National Curriculum Key Process 2.1d) | *Example: through a debate about whether racial discrimination should become a criminal offence* |

## 3.4.2   Extending understanding of the legal and justice system.
### (EXTENSION of Unit A342 3.2.2)

Candidates should be able to:

| | |
|---|---|
| • understand, through the study of suitable examples, that the courts are charged with responsibility to interpret the law in reaching judgments and that this creates a precedent for future judgments and to judge-made case law. (National Curriculum Key Concepts 1.1b.) | *Example: through the study of one particular precedent established by the courts* |

- understand the importance of supporting victims of crime and the processes involved. (National Curriculum Key Concepts 1.1b, 1.2b)

  *Example: through understanding the roles of Victim Support and the Criminal Injuries Compensation Scheme*

- evaluate the role and effectiveness of the police, probation service and prison service in reducing crime and rates of re-offending including by punishing and rehabilitating people who disobey the law. (National Curriculum Key Concepts 1.1b, 1.2b National Curriculum Key Process 2.1d)

  *Examples: by understanding the circumstances where it is right to withdraw rights and freedoms from a citizen, and understanding of the principles of restorative justice*

- understand the role of individuals, lawyers and courts in the civil legal and justice system. (National Curriculum Key Concepts 1.1b)

  *Example: through the study of a case in a small claims or county court*

- evaluate the justifications people give for breaking the law including to bring about change, and understand the reasons for upholding the rule of law. (National Curriculum Key Concepts 1.1b, 1.3d National Curriculum Key Process 2.1d)

  *Example: through the use of examples such as opposition to the ban on hunting with dogs and the protest against the rising cost of fuel.*

## 3.4.3   Democracy and voting (EXTENSION of Unit A342 3.2.3)

Candidates should be able to:

- understand the processes through which candidates are nominated for local, national and European elections. (National Curriculum Key Concept 1.1d)

  *Example: by analysing the rules for nomination provided by local Returning Officers*

- understand the role of a Member of Parliament (MP) and how they exercise responsibility for constituents. (National Curriculum Key Concepts 1.1d)

  *Example: through interviewing the local MP or visiting their website*

- evaluate the merits and demerits of the different voting systems operating within the United Kingdom. (National Curriculum Key Concepts 1.1c, 1.1d National Curriculum Key Process 2.1d)

  *Example: through a comparison of a "first past the post" system and proportional representation*

- understand the changing relationships in the United Kingdom between England, Scotland, Wales and Northern Ireland, and the role of national assemblies/parliaments in establishing different laws and policies in the four nations. (National Curriculum Key Concepts 1.1c, 1.3b)

  *Example: by understanding that powers of the different parliaments and assemblies vary arrangements with regard to such issues as university tuition fees or prescription charges*

- understand, by studying examples, the way in which the media exert power through the use of editorials, headlines and the selection and presentation of news. (National Curriculum Key Concept 1.1d)

  *Example: through an analysis of the ways in which news media with differing political positions or forms of ownership present the news*

## 3.4.4   The United Kingdom's relationships in Europe, including the European Union (EU), and relationships with the Commonwealth and United Nations (UN) (EXTENSION of Unit A342 3.2.4)

Candidates should be able to:

evaluate the merits and demerits of closer political, economic and social ties between the United Kingdom and the EU. (National Curriculum Key Concept 1.3c National Curriculum Key Processes 2.2a, 2.2b, 2.2c)

*Example: through understanding the arguments for and against the UK adopting the Euro*

evaluate the role and effectiveness of the European Court of Human Rights and the United Nations in promoting human rights internationally. (National Curriculum Key Concept 1.3c National Curriculum Key Processes 2.2a, 2.2b, 2.2c)

*Example: through a case study of a ruling of the European Court of Human Rights or an understanding of the actions of the UN to regulate child labour and promote education*

evaluate the role and effectiveness of the United Nations in one international issue, emergency or dispute. (National Curriculum Key Concept 1.3c National Curriculum Key Processes 2.2a, 2.2b, 2.2c)

*Example: through a case study of a current UN intervention connected with peacemaking or emergency aid*

# 4    Schemes of Assessment

## 4.1   GCSE Scheme of Assessment

| GCSE Citizenship (J269) | |
| --- | --- |
| Unit A341: *Rights and Responsibilities - Getting Started as an Active Citizen* | |
| 60% of the total GCSE (Short Course) marks<br><br>30% of the total GCSE (Full Course) marks<br><br>Controlled Assessment<br><br>60 marks | This task is worth 60 marks (60% of the short course mark or 30% of the full course mark). |
| | Candidates are required to produce an evaluation of a campaign they have engaged in to promote existing rights and responsibilities or extend individual and/or collective rights. In doing this they will be expected to negotiate with others and manage time and resources appropriately. Candidates must evaluate how they managed their campaign and the extent to which it was successful rather than just describing what they did. |
| | A choice of **two** contexts will be made available to centres each year. |
| | For each alternative, appropriate background material will be developed by OCR and sent to centres. This will draw on the specification content for Unit A341. |
| | Candidates will be expected to tackle the activity at the level appropriate for the specification. |
| | Candidates will work within **one** of the contexts offered by OCR and must complete a *Candidate Proposal Form* to: confirm their choice; describe the aims of their campaign; identify the other students they plan to work with and state when they intend to begin and complete their campaign. The *Candidate Proposal Form* should be validated by their teacher before candidates begin their campaign. |
| | Candidates should be encouraged to engage in a worthwhile and sustained campaign that may take place throughout the academic year over a total of approximately 20 hours including planning, preparation and evaluation. |
| | Candidates will have a maximum of three hours to complete the Controlled Assessment task with a high level of supervision by their teachers. Candidates will have access to notes and evidence relating to the planning and execution of their campaign in their Controlled Assessment. |

The task will enable candidates to:

- ♦ recall, select and communicate knowledge and understanding (Assessment Objective 1)
- ♦ apply knowledge and understanding when planning, taking and evaluating a citizenship campaign (Assessment Objective 2).
- ♦ Analyse, interpret and evaluate issues and evidence – construct reasoned arguments (Assessment Objective 3)

The task is internally assessed and externally moderated.

| Unit A342: *Identity, Democracy and Justice – Understanding our Role as Citizens* | |
|---|---|
| 40% of the total GCSE (Short Course) marks | Unit A342 is divided into **three** sections, A, B. and C. |
| 20% of the total GCSE (Full Course) marks | **Section A** is composed of short-answer questions that require candidates to recall, select and communicate key concepts and terms drawn from all parts of the subject content specified for Unit A342 or to demonstrate their skills in the analysis, interpretation and evaluation of evidence. Candidates answer all the questions. |
| 1 hr Computer or paper Based Test | |
| 40 marks | **Section B** is composed of two short case studies related to the subject content specified for Unit A342. Candidates answer questions on both case studies. The case studies will be presented as scenarios relevant to young people.  These will require candidates to demonstrate their skills in the analysis and evaluation of different viewpoints in the context of their knowledge and understanding of the subject content for Unit A342. |
| | **Section C** gives candidates the opportunity to produce an extended written response to one of three questions drawn from the specification content for Unit 342. |
| | Unit A342 will enable candidates to: |
| | - recall, select and communicate knowledge and understanding (Assessment Objective 1). |
| | - analyse, interpret and evaluate issues and evidence – construct reasoned arguments (Assessment Objective 3). |
| | Candidates will have a maximum of one hour to complete the unit. |
| | This unit is externally assessed. |

| Unit A343: *Rights and Responsibilities – Leading the Way as an Active Citizen* | |
|---|---|
| 20% of the total GCSE marks 1 hr written paper 40 marks | Unit A343 is divided into **two** sections. Section A carries 10 marks and section B carries 30 marks. |
| | **Section A** is composed of six short-answer questions and one question requiring a longer written response. All questions in this section require candidates to recall, select and communicate key concepts and terms drawn from all parts of the subject content specified for Unit A343. Candidates answer all the questions. |

**Section B** is composed of one major case study related to the subject content specified for Unit A343.

Candidates answer questions on the case study.

The case study will require candidates to determine how they would take informed and responsible action to bring about change with due regard to the rights and responsibilities of the individuals, groups and organisations involved.

Unit A343 will enable candidates to:

- Recall, select and communicate knowledge and understanding (Assessment Objective 1).

- Apply knowledge and understanding when planning, taking and evaluating a citizenship activity (Assessment Objective 2).

Candidates will have a maximum of one hour to complete the unit.

This unit is externally assessed.

| Unit A344: Identity, Democracy and Justice – Extending our Understanding as Citizens | |
|---|---|
| 30% of the total GCSE marks<br>Controlled Assessment<br>60 marks | Candidates are required to make reasoned judgements on a topical theme or issue set by OCR relating to the subject content specified for Unit A344. Candidates are required to demonstrate their understanding of the skills and processes required for enquiry and advocacy. |
| | A small collection of sources on the topical theme or issue will be available to centres in advance. The collection will be available both electronically and in paper form. Candidates will receive guidance about the additional research and preparatory work they should carry out in order to develop their knowledge and understanding of the theme or issue. This preparatory work will be undertaken with limited supervision from teachers.<br><br>Evidence gathered during their preparation, planning and research can be used in their Controlled Assignment to show how they carried out their enquiries and to support their recommendations. |
| | Candidates will undertake up to 20 hours preparation, research and planning prior to writing their Controlled Assessment. The resource booklet will be issued to centres in January. The resource booklet will include a collection of source material to help candidates and an introduction to the citizenship theme on which the Controlled Assessment is based.<br><br>Candidates will have a maximum of three hours to complete their Controlled Assessment tasks under controlled conditions and with a high level of supervision. Candidates will have access to the OCR collection of sources and a prescribed amount of additional evidence while completing their Controlled Assessment. |

Unit A344 will enable candidates to:

- Recall, select and communicate knowledge and understanding (Assessment Objective 1).

- Apply knowledge and understanding when planning, taking and evaluating a citizenship activity (Assessment Objective 2).

- Analyse, interpret and evaluate issues and evidence – construct reasoned arguments (Assessment Objective 3).

This unit is internally assessed and externally moderated.

## 4.2   GCSE (Short Course) Scheme of Assessment

Candidates taking the GCSE (Short Course) in Citizenship Studies will need to enter for Unit A341 and Unit A342. The scheme of assessment for these units is contained within section 4.1.

## 4.3   Entry Options

GCSE (Full Course) candidates must be entered for all four units: A341, A342, A343 and A344.

GCSE (Short Course) candidates must be entered for units A341 and A342.

Candidates must be entered for certification to claim their overall GCSE qualification grade.  All candidates should be entered under the following certification codes:

OCR GCSE in Citizenship Studies – J269

OCR GCSE (Short Course) in Citizenship Studies – J029

## 4.4   Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

## 4.5   Assessment Availability

There are two examination series each year, in January and June.

Units A341, A343 and A344are available in June only every year.

Unit A342 is available in January and June each year.

# 4.6 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

## AO1 Demonstrate Knowledge and Understanding

- recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology;

## AO2 Apply Skills, Knowledge and Understanding in the Context of Active Citizenship

- apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts;

## AO3 Analysis and Evaluation

- analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions.

The relationship between the tasks and the assessment objectives of the scheme of assessment is shown in the following grid.

## AO weightings – GCSE (Full Course)

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

| Unit | % of GCSE | | | Total |
|---|---|---|---|---|
| | AO1 | AO2 | AO3 | |
| Unit A341: *Rights and Responsibilities - Getting Started as an Active Citizen* | 5 | 20 | 5 | 30% |
| Unit A342: *Identity, Democracy and Justice – Understanding our Role as Citizens* | 10 | 0 | 10 | 20% |
| Unit A343: *Rights and Responsibilities – Leading the Way as an Active Citizen* | 5 | 15 | 0 | 20% |
| Unit A344: *Identity, Democracy and Justice – Extending our Understanding as Citizens* | 10 | 5 | 15 | 30% |
| | 30% | 40% | 30% | 100% |

## AO weightings – GCSE (Short Course)

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

| Unit | % of GCSE (Short Course) | | | Total |
|------|------|------|------|------|
| | AO1 | AO2 | AO3 | |
| Unit A341: *Rights and Responsibilities - Getting Started as an Active Citizen* | 10 | 40 | 10 | 60% |
| Unit A342: *Identity, Democracy and Justice – Understanding our Role as Citizens* | 20 | 0 | 20 | 40% |
| | 30% | 40% | 30% | 100% |

# 4.7    Quality of Written Communication

*Quality of written communication* is subsumed into and assessed in **all** units.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

- present information in a form that suits its purpose

- use a suitable structure and style of writing

- use specialist vocabulary as appropriate.

# 5    Controlled Assessment

## 5.1    The controlled assessment units

Units A341 and A344 have been designed to be internally assessed, applying the principles of controlled assessment.  Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work.   These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking.  Within each of these three stages there are different levels of control.  This section sets out the overall OCR approach, but the Scheme of Assessment sections of the units include more detail and any specific requirements.

## 5.2    Task setting

### 5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks.  A number of controlled assessment tasks will be available from OCR for the controlled assessment units. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of each unit in order to complete the evidence requirements of the assessment tasks.

The following skills are assessed through controlled assessment:

Enquiry:

- o   Researching issues.

Advocacy and representation:

- o   Evaluating different ideas and viewpoints

- o   Presenting a convincing argument.

Taking informed and responsible action:

- o   Researching action to address citizenship issues

- o   Making recommendations to others for further action

- o   Planning, negotiating and taking action to address citizenship issues.

## 5.2.2 Using controlled assessment tasks

For Unit A341 opportunity is given for centres and candidates to choose one of two comparable tasks offered by OCR.  These tasks can be used with a minimum amount of adaptation or they can be adapted so that they suit facilities and resources available in the area local to any centre.

For Unit A344 OCR will set a topical theme or issue relating to the specified subject content for the unit. Candidates have an element of choice, regarding selection of further research materials, available to them.

The same OCR controlled assessment task must NOT be used as the practice material and then as the actual live assessment material.  Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.

# 5.3 Task taking

## 5.3.1 The OCR approach

For GCSE in Citizenship Studies OCR will assume a medium level of control.  The task taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

## 5.3.2 Definitions of the controls

(a) **Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision except as outlined below.  For GCSE in Citizenship Studies the preparatory work for assessment would be completed under limited teacher supervision, for example, it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Citizenship Studies OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;

- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements;

- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The time limit available to candidates to complete the assessment task is Citizenship is specified within each unit. Tasks will be set within a broader learning programme which will allow the acquisition of subject specific knowledge and the development of appropriate practical skills.

Controlled assessment tasks should be completed within the time limit and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, e.g. research work, active citizenship activities, etc. But it is likely that using or applying this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For most units basic classroom equipment will be adequate; however, for specific units the use of specialist equipment and software i.e. access to the internet, may be required to enable the candidate to achieve fully.

## 5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

## 5.3.4 Completing the tasks

Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that evidence is produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn knowledge and develop appropriate research, analytical and reflective skills

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used; if this the case it will be clearly identified within the particular unit.

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.


## 5.3.5 Presentation of work

Candidates must observe certain procedures in the production of controlled assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.

- Any copied material must be suitably acknowledged.

- Quotations must be clearly marked and a reference provided wherever possible.

- Work submitted for moderation or marking must be marked with the:

centre number;
centre name;
candidate number;
candidate name;
unit code and title;
assignment title.


Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.

# 5.4    Task marking

## 5.4.1 The OCR approach

For GCSE in Citizenship Studies OCR will assume a medium level of control in relation to the marking of tasks.  All controlled assessed units will be marked by the centre assessor(s) using awarding body marking grids and guidance and moderated by the OCR appointed moderator.  For this GCSE in Citizenship Studies external moderation will take the form of postal moderation or e-moderation where evidence in a digital format is required.

## 5.4.2 Applying the assessment criteria

The starting point for marking the tasks is the Marking Grids within each unit.  These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate.  Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

## 5.4.3 Use of 'best fit' approach to marking grids

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, the descriptor (provided in the marking grid) that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded;

- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;

- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'.  Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement.  For wider mark bands the marks on either side of the middle mark(s) for adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for each unit is found by totalling the marks for each of the marking objective/criteria strands.

## 5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own.  This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates.  This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise.  Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly.  Plagiarism is considered to be malpractice and could lead to the candidate being disqualified.  Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources.  It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. The candidate section of this handbook provides some guidance on referencing and reminds candidates that the work they submit must be their own and that they may be asked to sign a declaration to this effect.  Centres should reinforce this message to ensure candidates understand what is expected of them.

**Please note:**  Centres must confirm to OCR that the evidence produced by candidates is authentic.  It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received by OCR.

## 5.4.5 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 5.4.6 Moderation

All work for Units A341 and A344 are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR by 15 May for the June examination, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

# 5.5   Minimum Requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed task, then the candidate should be indicated as being absent from that task on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed task, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

# 6 Technical Information

## 6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

| Unit code | Component code | Submission/Examination method | Unit titles |
|---|---|---|---|
| Unit A341 | 01 | *OCR-Repository* | *Rights and Responsibilities - Getting Started as an Active Citizen* |
| | 02 | *Postal Moderation* | |
| Unit A342 | 01 | *Computer Based Test* | *Identity, Democracy and Justice – Understanding our Role as Citizens* |
| | 02 | *Paper Based Test* | |
| Unit A343 | - | - | *Rights and Responsibilities – Leading the Way as an Active Citizen* |
| Unit A344 | 01 | *OCR-Repository* | *Identity, Democracy and Justice – Extending our Understanding as Citizens* |
| | 02 | *Postal Moderation* | |

## 6.2 Terminal Rules

Candidates must take at least 40% of the total assessment (either the full course or short course) in the same series they enter for qualification certification.

Units can be taken in any order as long as the terminal rules are satisfied.

## 6.3    Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE or GCSE (Short Course).

Candidates may enter for the qualifications an unlimited number of times.

## 6.4    Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s).  If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

•    GCSE certification (entry code J269).

•    GCSE (Short Course) certification (entry code J029).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from June 2011.
Short Course GCSE certification is available from June 2010.

## 6.5    Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A* to G. Units are awarded a* to g.  Grades are indicated on certificates.  However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes.  Candidates can take units across several different series provided the terminal rules are satisfied.  They can also re-sit units or choose from optional units available.  When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit.  The raw mark boundary marks are converted to the equivalent uniform mark boundary.  Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 41/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

| (GCSE) Unit Weighting | Maximum Unit Uniform Mark | Unit Grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | a* | a | b | c | d | e | f | g | u |
| 30% | 60 | 54 | 48 | 42 | 36 | 30 | 24 | 18 | 12 | 0 |
| 20% | 40 | 36 | 32 | 28 | 24 | 20 | 16 | 12 | 8 | 0 |

Candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following Uniform Mark Scale.

| Qualification | Maximum Uniform Mark | Qualification Grades | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | A* | A | B | C | D | E | F | G | U |
| Short Course | 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 0 |
| GCSE | 200 | 180 | 160 | 140 | 120 | 100 | 80 | 60 | 40 | 0 |

## Awarding Grades

The written papers will have a total weighting of 40% and controlled assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

# 6.6   Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

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## 6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 6.8 Guided Learning Hours

GCSE Citizenship Studies requires 120-140 guided learning hours in total.

GCSE (Short Course) Citizenship Studies requires 60-70 guided learning hours in total.

## 6.9 Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with the revised *GCSE, GCE and AEA Code of Practice* as available from the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Citizenship Studies.

## 6.10 Prohibited Qualifications and Classification Code

Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title *Citizenship Studies* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification code for these specifications is 4910.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

## 6.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## 6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

## 6.13  OCR Repository

The OCR Repository allows centres to store Controlled Assessment electronically and to submit their moderation sample in electronic format.

The OCR GCSE Citizenship units A341 and A344 can be submitted electronically: please check Section 6.1 for unit entry codes for the OCR-Repository.

More information on the OCR-Repository can be found in Appendix D: Guidance for the Production of Electronic Controlled Assessment.

## 6.14  Computer-based Tests

Please use the information in Appendix C to ensure that the centre has the technical capability to administer the computer-based tests for this specification.  **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.**  The Exams Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

Any queries concerning computer-based tests should be directed to etest@ocr.org.uk.

# 7    Other Specification Issues

## 7.1    Overlap with other Qualifications

There is a small degree of overlap between the content of these specifications and those for GCSE in Religious Studies (Philosophy and Ethics), Business Studies, Economics, Science, Sociology, Humanities and Law.

## 7.2    Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved.  Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2.  Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

## 7.3    Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

These specifications offer opportunities which can contribute to an understanding of these issues in the following topics:

Unit A341 Sections 3.1.1, 3.1.2, 3.1.3 and 3.1.4

Unit A342 Sections 3.2.1, 3.2.2, 3.2.3 and 3.2.4

Unit A343 Sections 3.3.1, 3.3.2, 3.3.3 and 3.3.4.

Unit A344 Sections 3.4.1, 3.4.2, 3.4.3 and 3.4.4.

## 7.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

These specifications support these issues, consistent with current EU agreements, in the following topics:

A341 Section 3.1.3 and A343 Section 3.3.3 'Our rights and responsibilities as global citizens'.

## 7.5 Avoidance of Bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

## 7.6 Language

These specifications and associated assessment materials are in English only.

## 7.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

| Unit | C | | AoN | | ICT | | WwO | | IoLP | | PS | |
|------|---|---|-----|---|-----|---|-----|---|------|---|----|----|
|      | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| A341 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A342 | ✓ | ✓ |   |   | ✓ | ✓ |   |   | ✓ | ✓ | ✓ | ✓ |
| A343 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A344 | ✓ | ✓ |   |   | ✓ | ✓ |   |   | ✓ | ✓ | ✓ | ✓ |

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

## 7.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Citizenship.

The assessment of this course requires candidates to:

- use the internet to research citizenship issues and topics

## 7.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship .This specification is designed to cover all the requirements of the mandatory programme of study.

Many links with Citizenship exist in other National Curriculum subjects and these will be signposted in GCSE specifications.

# Appendix A:  Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades.  The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.  The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall.  Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

**Grade F**

Candidates recall and communicate some relevant knowledge of issues to show some basic understanding of democracy, justice, rights and responsibilities, identities and diversity. They describe citizenship issues in relation to their own and other people's lives, and make some comments about the impact on different communities. They use everyday language to explain their answers with some references to citizenship terminology.

They use their knowledge when they participate in citizenship action to address issues of concern. They undertake research to explore questions on the issues they are investigating. They work with others to plan and make decisions, and begin to contribute suggestions and ideas to influence the type of actions they and others take.

They discuss issues and express opinions based on what they know. They recognise that there are different points of view and begin to draw conclusions, supporting them with some simple reasons.

**Grade C**

Candidates recall, select and communicate knowledge and understanding of concepts relating to democracy, justice, rights and responsibilities, identities and diversity. They describe the impact of issues on different communities. They explain these in relation to their own experience and those of other people. They use appropriate citizenship terminology.

They apply their knowledge and understanding as they take actions to address issues of concern. They use different research methods and develop questions to investigate issues. They plan, carry out and explain the citizenship actions they take. They work with others to address issues of concern and make relevant contributions to decision-making.

They discuss and analyse issues. They demonstrate an appreciation of different points of view and draw their own conclusions, supporting them with evidence.

**Grade A**

Candidates recall, select and communicate detailed knowledge of citizenship issues, and demonstrate a thorough understanding of the concepts of democracy, justice, rights and responsibilities, identities and diversity. They make perceptive observations about issues as they explore and analyse the impact their actions have on different communities. They use and explain citizenship terminology appropriately and accurately.

They apply their relevant knowledge and understanding as they take actions to address issues of concern. They select appropriate research methodologies and sources of information to develop responses to enquiry questions. They work purposefully with others to decide on, plan and carry out citizenship actions in different contexts. They make meaningful, timely and effective contributions to decision-making. They evaluate the success of the actions they have taken, drawing conclusions about the extent to which the aims were achieved and the course of action was appropriate.

They discuss, analyse and evaluate questions and issues, using a critical approach to distinguish facts, opinions and bias. They make reasoned and persuasive arguments to represent their own and other viewpoints to substantiate conclusions, selecting a range of appropriate evidence. They discuss, interpret and evaluate different perspectives on issues, including those they may not agree with themselves.

# Appendix B: Marking Criteria for Controlled Assessments

**Unit A341: Task marking criteria**

| Level | AO1<br>**Maximum 5 marks** | AO2<br>**Maximum 20 marks** | AO3<br>**Maximum 5 marks** |
|---|---|---|---|
| | **For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.** | | |
| 1 | **1 mark**<br><br>There is a **minimal or no** use of citizenship concepts, issues and terminology when attempting the task.<br><br>Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation impede communication of meaning | **1-4 marks**<br><br>Candidate offers a personal response at a minimal level by:<br>• providing minimal or no evidence of their own role in the campaign;<br>• making minimal or no statements about the skills used in the campaign and the contribution they made;<br>• making minimal or no statements about the success of the campaign;<br>• making minimal or no statements about how to monitor success | **1 marks**<br><br>Candidate offers a **minimal** personal response by:<br>• providing minimal or no evidence of the current position;<br>• making minimal or no statements about the views expressed;<br>• making minimal or no statements about the need for action. |

| 2 | **2 marks** | **5-8 marks** | **2 marks** |
|---|---|---|---|
| | There is a **limited** use of citizenship concepts, issues and terminology when attempting the task.<br><br>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication. | Candidate offers a personal response at a limited level by:<br>• <u>providing limited evidence and description of their own role in the campaign;</u><br>• <u>providing a limited description of the skills used in the campaign and the contribution they made;</u><br>• providing a limited description of the success of the campaign;<br>• providing a limited description about how to monitor success | Candidate offers a limited personal response by:<br>• providing limited evidence of the current position;<br>• making limited statements about the views expressed;<br>• making limited statements about the need for action. |
| 3 | **3 marks** | **9-12 marks** | **3 marks** |
| | There is some use of citizenship concepts, issues and terminology when putting together their evaluation.<br><br>Text is legible. There are mistakes in spelling, grammar and puctuation however meaning is still communicated clearly for most of the answer. | Candidate offers a personal response level by:<br>• <u>providing some evidence and description of their own role in the campaign;</u><br>• <u>providing some description of the skills used in the campaign and some description of the contribution they made;</u><br>• providing some explanation for the success or otherwise of the campaign;<br>• providing some explanation about how to monitor success | Candidate offers a personal response by:<br>• providing some evidence of the current position;<br>• providing some description of the views expressed;<br>• offering some explanation of the need for action. |

| 4 | 4 marks | 13-16 marks | 4 marks |
|---|---|---|---|
| | There is a **sound** use of citizenship concepts, issues and terminology when putting together their evaluation.<br><br>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. | Candidate offers a sound personal response level by:<br>• <u>providing sound evidence and description of their own role in the campaign and the roles negotiated with others;</u><br>• <u>providing a sound description of the skills used in the campaign and sound description of the contribution they made;</u><br>• providing a sound evaluation of the success or otherwise of the campaign;<br>• providing a sound explanation about how to monitor success. | Candidate offers a sound personal response by:<br>• providing sound evidence and description of the current position;<br>• providing a sound description of the views expressed;<br>• offering a sound explanation of the need for action. |
| 5 | 5 marks<br><br>There is a thorough use of citizenship concepts, issues and terminology when putting together their evaluation.<br><br>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly. | 17-20 marks<br>Candidate offers a sound personal response level by:<br>• <u>providing thorough evidence and description of their own role in the campaign and the roles negotiated with others;</u><br>• <u>providing a thorough description of the skills used in the campaign and sound description of the contribution they made;</u><br>• providing a thorough evaluation of the success or otherwise of the campaign;<br>• providing a thorough explanation about how to monitor success. | 5 marks<br>Candidate offers a thorough personal response by:<br>• providing thorough evidence and explanation of the current position;<br>• providing a thorough explanation for the views expressed;<br>• offering a thorough explanation of the need for action. |

## Unit A344: Task A marking criteria

| | AO1<br>Maximum 5 marks | AO3<br>Maximum 15 marks |
|---|---|---|
| | **For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.** | |
| Level 1 | **For 1 mark** There is a **minimal or no** use of citizenship concepts, issues and terminology when attempting the task.<br><br>Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation impede communication of meaning | **For 1- 3 marks** Candidate offers a **minimal** personal response by <u>stating</u> their basic position i.e.<br>• people should **or** should not have the right to wear religious clothing and symbols at school and at work.<br>• the law should be changed **or** should not be changed.<br>**or** a simple combination of the above points.<br>This shows a **minimal or no** evaluation and analysis of the evidence.<br>For 2 marks candidates should refer to at least 1 relevant piece of evidence related to their basic position on the issue. |
| Level 2 | **For 2 marks** There is a **limited** use of citizenship concepts, issues and terminology when attempting the task.<br><br>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication. | **For 4 – 6 marks** Candidate offers a personal response at a **limited** level by providing a simple description of the arguments for **or** against people having the right to wear religious clothing and symbols at school. The candidate might also state and attempt to describe their views on UK law at this level.<br>There is **limited** analysis of evidence originating from the Source Book or elsewhere demonstrating a basic ability to analyse, interpret and organise information.<br>Information is organised, analysed and interpreted to add weight to the candidate's description. |
| Level 3 | **For 3 marks** There is some use of citizenship concepts, issues and terminology when putting together their evaluation.<br><br>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer. | **For 7 – 9** marks Candidate offers a personal response to **some** of the question including 7 a balanced description and some explanation of the arguments for **and** against people having the right to wear religious clothing and symbols at school.<br>There is **some** analysis of evidence drawn from Source Book documents **and** elsewhere demonstrating a sound ability to analyse, interpret and organise information. The candidate begins to advocate **or** challenge the argument.<br>Information is selected, organised, analysed and interpreted to add weight to the candidate's description.<br>The candidate must also write a simple evaluation of UK law on this issue for 9 marks. |

| | | |
|---|---|---|
| **Level 4** | **For 4 marks** There is a **sound** use of citizenship concepts, issues and terminology when putting together their evaluation.<br><br>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. | **For 10- 12 marks** Candidate provides a **sound** evaluation of the arguments for **and** against people having the right to wear religious clothing and symbols at school with detailed analysis of evidence chosen carefully from the Source Book and elsewhere.<br><br>Candidate provides a **sound** evaluation of UK law on the issue and offers a reasoned argument about why they wish to change the law **or** have it remain unchanged. There is clear evidence that the candidate is advocating **or** challenging the argument.<br><br>For 12 marks at this level, the Candidate begins to communicate the complexity of the issue through their use of different arguments and evidence. |
| **Level 5** | **For 5 marks** There is a thorough use of citizenship concepts, issues and terminology when putting together their evaluation.<br><br>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly. | **For 13 – 15 marks**: Candidate provides **thorough** and reasoned evaluation of the arguments for **and** against people having the right to wear religious clothing and symbols at school to construct an informed personal response to the question. This may include an understanding that people have adopted different positions on the type of religious clothing that might be acceptable (a hijab instead of a niqab, for example) rather than simply arguing about whether or not religious clothing should be worn. Evidence has been chosen carefully from the Source Book and elsewhere and analysed in detail.<br><br>Candidate provides a thorough evaluation of UK law on the issue. At this level, the evaluation might include an international comparison or an understanding of the problems that might be caused by the existing guidelines on school uniform being interpreted in different ways. They provide an informed personal response about why they wish to change the law **or** have it remain unchanged. The requirements to advocate **or** challenge are met throughout the work, and the appropriate view is strongly expressed, supported with evidence from the sources **and** their own study.<br><br>For 15 marks at this level, the Candidate must provide clear insights into the complexity of the issue supported by appropriate evidence. |

**Unit A344 Task B marking criteria**

|  | AO1<br>**Maximum 5 marks** | AO2<br>**Maximum 5 marks** |
|---|---|---|
|  | **For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.** | |
| **Level 1** | **For 1 mark** there is a **limited** use and understanding of at least one of the concepts *community cohesion* and *equal opportunity* when attempting the task.<br><br>Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation impede communication of meaning | **For 1 mark** Candidate offers a personal response at a **limited** level by <u>stating</u> a basic but appropriate recommendation supported by limited analysis of the evidence. |
| **Level 2** | **For 2 - 3 marks** There is a **sound** use and understanding of both key concepts for this task i.e. *community cohesion* and *equal opportunity*.<br><br>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. | **For 2 – 3 marks** Candidate provides a personal response to the question with a recommendation or recommendations based on a sound analysis of the issue and evidence, and a coherent enquiry<br>Relevant evidence is included from the enquiry demonstrating a **sound** ability to analyse and evaluate information. |
| **Level 3** | **For 4 - 5 marks** There is a **thorough** recall and use of appropriate citizenship concepts, issues and terminology when putting together their evaluation and recommendation.<br><br>Meaning is communicated effectively through the good use of spelling, punctuation, grammar and legibility.<br><br>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. | **For 4 – 5 marks** Candidate provides an informed personal response with coherent and worthwhile recommendations based on a thorough evaluation with detailed evaluation of evidence. Advocacy is clear and thoroughly supported by evidence. |

# Appendix C: Centre Audit for Running Computer-Based Tests

Please use this information to ensure that the centre has the technical capability to administer the computer-based tests required for this specification. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.** The Exams Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

If there are any difficulties in completing the audit, please contact etest@ocr.org.uk.

## Requirements for OCR Computer-based Tests

- *Ensure that the Head of Centre, Exams Officer, Systems Manager/Technician, subject teacher and SENCo (if appropriate) are clear about what is involved.*

- *Check that the centre can meet the technical and venue requirements.*

**It is essential that all stakeholders within the Examination Centre plan the process for running computer-based tests carefully and methodically. The technical set up of the hardware and software is likely to take a little time and application and so should be carried out well in advance to allow for any technical issues to be resolved in good time.**

**Before starting teaching the specification – planning and approval**

1. Agree who is to be the Test Administrator, responsible for making sure that the tests are conducted properly. The Exams Officer may fulfil this role or may delegate it to a colleague.

2. Audit the centre against the Centre Check list. This checks that the centre is able to meet the technical eligibility requirements. The school or college Systems Manager/Technician must be part of this process.

3. Ensure that the member of staff responsible for the Centre Network is aware of the plan to use computer-based testing. Consider the implications of using computer-based testing carefully.

**Before entries are made for a Computer-based Test – setting up**

1. The Technician must ensure that the necessary hardware and software has been set up before entries are made. The set up must be done according to the instructions provided with the software.

2. The Technician installs the software according to instructions and runs all necessary diagnostic tests.

3. The Technician checks that the programs are running correctly and communicating properly with each other and the outside world.

4. The Technician checks that the software is running properly on the machines to be used for the live computer-based tests. It is important that an early decision is made on which room and equipment is to be used for the live tests.

5. Entries are made following the usual procedure, ahead of the entries deadline.

**At least one month before the test date**

The subject teacher and Test Administrator run a practice test for candidates so that they are familiar with the format and look of computer-based tests.

**Prior to the live test**

1. The Test Administrator and technician ensure that all hardware and software is running appropriately in the room where the tests are to take place.

2. The Test Administrator and technician ensure that they understand the process for downloading and accessing the live tests.

2. The Test Administrator checks the mouse, keyboard, screen and headphones (if required) on each candidate workstation.

**On the day of the test**

1. The Test Administrator runs the tests according to the instructions and within the bounds of the Instructions on the Conduct of Examinations document provided by Joint Council for Qualifications.

2. The Test Administrator uploads candidates' responses according to the instructions.

# CENTRE CHECKLIST FOR RUNNING COMPUTER-BASED TESTS

| Technical Requirements | |
|---|---|
| **Minimum Requirements for each Candidate Computer** | |
| Processor speed | 1.0 GHz |
| Memory (RAM) | 128MB RAM (256 MB recommended) |
| Hard Disk space | At least 250Mb of available hard disk space |
| Operating System | Windows XP/2000/2003 |
| Browser | Internet Explorer 6 (or above) |
| Display | High colour 32 bit display or better. Resolution 1024 x 768 |
| | Mouse<br>Re-writeable CD or DVD drive<br>16-bit soundcard<br>Headphones with adjustable volume for candidates requiring a reader or taking a test involving audio |
| Admin rights | PC/Network Administration rights for installation |
| Protocols supported | TCP/IP |
| Player | Flash Player version 8 |
| **Minimum Requirements for Test Administrator Computer** (as above plus) | |
| Processor speed | 1.0 GHz |
| Memory (RAM) | 512MB RAM |
| Hard Disk space | At least 1.5Gb of available hard disk space |
| Adobe application | Adobe Acrobat reader installed |
| Printer | Connection to a printer |
| **Minimum Server Requirements** | |
| Processor Speed | 1.7GHz or above (single CPU Server)<br>1.2GHz or above (multiple CPU or dual core CPU Server) |
| Memory (RAM) | 512MB RAM |
| Hard Disk space | Minimum 2Gb free space |
| Operating System | Windows 2000 Server (Service Pack 4 or later)<br>Windows 2003 Server[**]<br>Windows 2003 Server Release 2[**] |
| **Network Infrastructure Guidelines** | |
| Network Connection | 1Gb LAN interface card |
| Cabling | Category 5/5e/6 UTP Cabling |
| Server Connection Speed | 1Gb server connection |
| Workstation Connection | Switched 100Mbps connection recommended |
| Connection Sharing | Shared 100Mbps connections if necessary but a maximum of 24 users per switch feed. Hubs, where used, should not be cascaded |

| Administration Requirements |
| --- |
| **Workstation Requirements** |
| Capacity for a minimum of seven candidates (8 PCs) |
| A spare capacity of one workstation for every seven |
| 1 workstation within the same room as the candidate workstations to run administrative functions |
| **Test Room Requirements** |
| A quiet room or rooms, free from distractions and interruptions |
| A room or rooms and equipment dedicated to the test during the session |
| Good lighting, without disruptive glare on screens |
| Proper ventilation and heating (where necessary) |
| Walls free from display material |
| Appropriate furnishing to give candidates maximum comfort |
| Adjustable chairs |
| Adequate space at each workstation to allow candidates to take notes |
| Secure workstations. Seating arrangements should prevent candidates from being able to see a fellow candidate's screen. The minimum distance between the outer edge of one screen and the next should be 1.25 metres, unless the monitors are positioned back to back or separated by dividers high enough to prevent other candidates from overlooking the work of others.  In this case, the minimum distance need not apply. However, if the screens are diagonally opposite and not separated by dividers, 1.25 metres may not be sufficient.  The principal objective is to ensure that no candidate's work can be overseen by others, and Exams Officers must take appropriate steps to ensure that this can be achieved. |
| A clock or clocks in the room visible to all candidates, or the provision of alternative arrangements |
| A means of summoning assistance (e.g. phone) and support contact details available in the test room for emergencies |
| Disabled access to the test room and to workstations, or the provision of alternative arrangements, e.g. a ground floor room. |
| Facilities for registration and ID checking |
| **Requirements Outside the Test Room** |
| None |
| **Administrative Personnel** |
| An Exams Officer who will be available during all OCR CBT live sessions. |
| A minimum of one invigilator per room for each session. If there are more than 25 candidates in a room, there should be a further ratio of 1 invigilator to every 25 candidates. |
| The Exams Officer and invigilator must be familiar with the emergency procedures for the test venue. |

OCR computer-based tests will normally be administered at the centre, providing the centre has a venue which meets the following technical criteria, **or can be run at an external test venue** where authorisation has been given by OCR, for example where a candidate is in hospital on the day of the examination.  An external test venue may be an appropriate multimedia room at a school or college or other venue suitable for computer-based testing but must meet the same technical criteria.  The venue must have technical support personnel who will be available for during all OCR computer-based tests live sessions.

# Appendix D: Guidance for the Production of Electronic Controlled Assessment

**Structure for evidence**

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

For each Controlled Assessment unit there should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A341 or A344, so that each portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for Controlled Assessment elements (please refer to Section 4: Scheme of Assessment and Section 5: Controlled Assessment for more details). The evidence for each element should be contained within a separate folder within the portfolio. Each of these folders is likely to contain separate files.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

**Data formats for evidence**

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format. (Further information on this topic is provided in the separate OCR guidance on digital Controlled Assessment submissions).

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, scanned manuscript documents, outputs from composing software and digital recordings.

To ensure compatibility, all files submitted must be in the formats listed below. **Word processed documents and scanned manuscript documents must be converted to HTML or PDF formats before submission**. OCR will not accept compressed (zipped) file formats. Where new formats become available that might be acceptable, OCR will provide further guidance.

It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

| Accepted File Formats |
|---|
| **Movie formats for digital video evidence** |
| MPEG (*.mpg) |
| QuickTime movie (*.mov) |
| Macromedia Shockwave (*.aam) |
| Macromedia Shockwave (*.dcr) |
| Flash (*.swf) |
| Windows Media File (*.wmf) |
| MPEG Video Layer 4 (*.mp4) |
| **Audio or sound formats** |
| MPEG Audio Layer 3 (*.mp3) |
| **Graphics formats including photographic evidence** |
| JPEG (*.jpg) |
| Graphics file (*.pcx) |
| MS bitmap (*.bmp) |
| GIF images (*.gif) |
| **Animation formats** |
| Macromedia Flash (*.fla) |
| **Structured markup formats** |
| HTML (*html, *htm) |
| XML (*xml) |
| CSS (*css) |
| XSL (*xsl/*xslt) |
| **Text formats** |
| PDF (.pdf) |

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.